

Year Two Spelling Patterns

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** | **High frequency** |
| j  g | The letter j is never used at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u. | gem  giant  magic  jacket  jar  join  age  energy |  | just  jump |
| ge  dge | huge  change  charge  bulge  village badge  edge  bridge  fudge |  |  |
| s spelt c | s spelt c before e, i and y | race  ice  cell  city |  | place  was  some  small  first |
| n spelt kn |  | knock  know  knee | knew  knight | when  find  night  want |
| r spelt wr |  | write  written  wrote  wrong  wrap |  | are  here  were  there |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** | **High frequency** |
| el  le | The –le spelling is the most common spelling for this sound at the end of words.  The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s | table  apple  little  middle  camel  tunnel travel  towel tinsel |  | people |
| al  il | Not many nouns end in –al, but many adjectives do. | metal  pedal  capital  animal pencil  fossil  nostril | petal |  |
| igh  y | This is by far the most common spelling for this sound at the end of words | cry  fly  try  July |  | night  right  light  knight  why |
| es after y | The y is changed to i before –es is added. | flies  tries  replies  copies  babies  carries | cries |  |
| ed, ing, to root words ending in y | The y is changed to i before –ed, –er and –est are added, but not before – ing as this ao result in ii. The only ordinary words with ii are skiing and taxiing. | copied  cried  replied | dried copying  crying  drying  replying |  |
| er and est to root words ending in y | happier  happiest | driest  drier  funnier  funniest  sillier  silliest  angrier  angriest |  |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** | **High frequency** |
| ed, er, est and y to words ending in e | The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: being. | nicer, nicest  shiny | braver  bravest  icy | timed  lived  placed |
| ing, ed, er and est to root words which double the consonant | The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ ɒ /, / / and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: mixing, mixed, boxer, sixes | patting  patted  sadder saddest |  | stopped  stopping  bigger  biggest  hotter  hottest |
| y to root words | The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ ɒ /, / / and /ʌ/ sound (i.e. to keep the vowel ‘short’). | runny | funny  sunny  furry  starry  daddy |  |
| or spelt a | The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll. | call  walk  talk  always |  | small  water  for  horse  morning |
| u spelt o |  | other  mother  brother  Monday |  | another  just  jump  much  under  pull |
| e spelt ey | The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.). | key  donkey  monkey  chimney  valley |  | began  she  he  we  be |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** | **High frequency** |
| o spelt a | A is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu. | want  watch  squash |  | was  what  old  from  stop  told  gone |
| er spelt or |  | word  work  worm  world  worth |  | water  over  never  other  after |
| or spelt ar |  | war  warm  towards  short  born | award  swarm sport  sort | horse |
| ment  ful  ly  as a suffix  no change | If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument | enjoyment  playful  badly | excitement | hardly  wishful  lastly  placement  helpful |
| ment  ful  ly  as a suffix  added to a word ending in y | If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. | happily  plentiful | employment  payment  beautiful  angrily  noisily  lazily |  |
| ness  less  as a suffix |  | sadness  hopeless | fearless  spotless  kindness  brightness | sleepless  darkness |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** | **High frequency** |
| ness  less  as a suffix  added to a word ending in y |  | plainness  happiness  penniless | loneliness  silliness  pitiless  merciless |  |
| Contractions | In contractions, the apostrophe shows where a letter or letters would be if the words were written in full. It’s is never used for the possessive. | can’t  didn’t  hasn’t  couldn’t  it’s  I’ll |  | don’t  I’m  that’s  I’ve  let’s  he’s  there’s  we’re |
| tion |  | station  fiction  motion  section | nation  celebration  attention  creation |  |
| Homophones and near-homophones |  | there/ their  here/ hear  quite/ quiet  see/sea  bare/ bear  one/ won  sun/ son  to/two  be/ bee  blue/ blew  knight/ night | |  |
| Additional spellings to teach throughout the curriculum | grandad next across great morning wind eyes because plants dragon gran end come were our ran sat people | | | |

|  |
| --- |
| High frequency words covered |
| just jump giant magic place was some small first know when find night want are here were there people little animal right light knight why fly cried timed lived stop big hot dad call water for horse morning another much under pull began she he we be other mother key what old from told gone work over never after play bad hard wish last help sleep dark can’t didn’t couldn’t it’s I’ll there their here see sea bear one to two |

|  |
| --- |
| High frequency revised from Year 1 |
| just jump place night stop call water other want was small there knight horse be |